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ABSTRACT

This document presents details for a supplemental oral language development program for children in the elementary grades learning to speak American English as a second language. The booklet discusses the purpose and objectives of the program and describes the materials to be used, the physical set-up, teaching techniques and learning activities to be employed, and the means for program evaluation. (VM)

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AN ORAL LANGUAGE DEVELOPMENT COURSE OF STUDY FOR THE EDINBURG SCHOOLS

JUNE 1966

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Thus a child learns; through affection, through love, through patience, through understanding, through belonging, through doing, through being.

Day by day the child comes to know a little bit of what you know; to think a little bit of what you think; to understand your understanding. That which you dream and believe and are, in truth, become the child.

OUTLINE

I. Purposes

A. Self-development
1. Self-concept
a. Spontaneity
b. Individual development
c. Individual worth
d. Participation

2. Release
a. Emotional
b. Physical

3. Enjoyment
a. Taking part in class
b. Equipment
c. Trips

4. Thinking and imagination
a. Think in English
b. Develop imagination

B. Development of self-expression
1. Supplement regular language program
a. Reinforcement
b. Strengthen
c. Not substitute for regular program

2. Vocabulary development and sentence structure
a. Meaning
b. Sentence patterns
c. Grammatical structure

3. Pronunciation and enunciation
a. Not for speech correction
b. Development of correct pronunciation and enunciation

4. Listening techniques
a. Following instructions
b. Hearing new sounds
c. Recognizing differences between phrases and sentences

II. Materials

A. Conversational topics
1. Home and school
2. People, animals, things, vocation
3. Vacations, trips, hobbies, play activities, games
4. Items and descriptions from books, magazines, newspapers
5. Television, plays, movies

B. Peabody Language Development Kit
   1. Flexible
   2. Kit materials
      a. Manual
      b. Stimulus cards
      c. "Story" and "I Wonder" Cards
      d. Color chips
      e. Puppets
      f. Tape

C. Stories: Self-expression
   1. Flannel Board
   2. Books
   3. Original

D. Games: Participation
   1. Peabody
   2. Original
   3. Talent shows: Older Students

E. Audio-visual aids
   1. Tape-recorder
   2. Film-strip projector
   3. Record player
   4. Language labs
   5. Slides
   6. Concrete materials

III. Physical Setup

A. Specific room for oral language - atmosphere
B. Equipped
   1. Small chairs and/or benches
   2. Mirrors
   3. Flannel board and magnetic board
C. Time held: Preferable
   1. Same time every day
   2. Mid-morning
   3. Not right after lunch or recess or in late afternoon

D. Length of period
   1. Group of 10: 30 minutes

E. Composition of class
   1. Same basic group each time: 8 plus 2
   2. 10 children in each class who are most culturally disadvantaged.

F. Frequent meeting of class
   1. At least 3 times per week
   2. More progress when they meet this often.

IV. Techniques

A. General principles
B. Stimulus Cards
   1. Can be handled to reinforce learning of vocabulary
   2. Can be displayed in many ways
   3. Large cards: Vocabulary and story telling
   4. "I Wonder" cards stimulate imagination.

C. Sentence patterns: Audio-lingual
   1. Teaches vocabulary
   2. Teaches basic English sentence structure
   3. Teaches children to hear new sounds

D. Games
   1. Used to learn new word meanings
   2. Reinforcement
   3. Expression

E. Taping
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   2. Evaluation
   3. Building memory
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   2. Can be used too much
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   5. Teach grouping
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   8. Reinforcement
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H. Choral reading
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   3. Memorize

I. Finger plays
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   2. Memory
   3. Vocabulary

J. Creative writing

K. Phonograph

L. Language lab

M. Songs

N. Story Telling

V. Orientation

A. Between language teacher and classroom teacher

B. Among language teachers

C. Between administration and language teachers

VI. Evaluation

A. Self-evaluation

B. Taping

C. Conferences

D. Materials
   1. Games
   2. Story-telling
   3. Audio-instructional
   4. Visual materials

INTRODUCTION

Oral expression is the chief means of communicating with others both in and out of school from childhood through adulthood, hence major emphasis on all phases of verbal expression should be the chief concern of any language program.

The Oral Language Development Program is a structured program instituted to develop this verbal expression of American English in children who speak English as a second language; this must be done prior to formal instruction in reading and writing. This program must not indicate the superiority of the English language and culture over the native language and culture of the child; however, the child must realize the importance of learning the dominant language and becoming familiar with the dominant culture. The child must be given an opportunity to apply his learning in many situations, and use these applications to acquire new knowledge and skills. He must be given an opportunity to classify his experiences and generalize them; also he should be taught to communicate his new knowledge and generalizations with others.

Specialized techniques are necessary to accomplish these things. Also the teacher should familiarize himself with the broad language characteristics and the socio-educational background of his pupils in order to relate the new teaching-learning experiences to the pupil's previous language or cultural experiences.

I. Purpose: Teacher should strive to help the child widen his horizons both linguistically and culturally.

A. Self-development

It is of major importance for a child to have a favorable concept of himself, his culture, his capabilities, and his relationship with others. The oral language development program is very much concerned with the individual development of each child. In this program the end product of this development is called self-concept.

This program is also designed to provide an emotional and physical release for the child. The lessons are designed in such a way that the child loses himself in them. The children feel free to release pent up emotions and frustrations that they carry to school from home.

Another phase of the oral language program is that of personal enjoyment. Children enjoy taking part in group activities, whether they be games, prepared lessons, or stories.

Also included are activities which are highly motivating to their imagination and their thinking. This motivation is important because many of these children have not had opportunity to use their imagination or to learn to think in English.

B. Development of Self-Expression

The Oral Language Development Program is to be a supplement to the regular language program; it is not to be a substitute. While supplementing regular class room lessons, it aims at reinforcement and strengthening basic concepts.

By using pictures and objects, a child may be given a wider and more meaningful vocabulary. A basis for English sentence structure and correct grammatical usage can be taught through the use of sentence patterns. The child must be taught the difference between the sentence structure of his native tongue and that of the English language.

The development of correct pronunciation and enunciation is another aim of the Oral Language Development Program. However, this program was not developed with intention of correcting speech defects.

Because good conversation is impossible without good listening, teaching the art of listening is vital. In order to follow instructions a child must hear his teacher; in order to learn new words he must hear new sounds; in order to converse and write he must be able to hear the difference between phrases and sentences.

II. Materials: Any device which appeals to the sense of sight and which can be used to make the learning experience for young children more concrete, realistic, or dynamic, is of value.

A. Conversational topics:

Among other things conversation is used to create the child's self concept. This is done through developing the concept of self in relation to his family, his school, his community; culminating in a sense of citizenship. Topics used are:

1. Home and school.
2. People, animals, things, vocations.
3. Vacations, trips, hobbies, play activities, games.
4. Items and descriptions from books, magazines, newspapers.
5. Television, plays, movies.

B. Peabody Language Development Kit:

The Oral Language Program at Edinburg is built around the Peabody Language Development Kit. This kit is flexible enough to be used in all elementary grades; the teacher is free to adjust the lessons to suit the needs and background of the children in his class. Materials included are:

1. Manual: which contains 180 lessons, information on research and development of the kit, and lists of materials.
2. Stimulus cards: which are used to build vocabulary and stimulate associative thinking.
3. "Story" and "I Wonder" cards: which stimulate imagination and continuity in story-telling.
4. Plastic color chips: which are used to teach the colors, sequence, motor skills, memory as well as to reinforce learning.

5. Puppets-Peabo and Telsie: which are used by the instructor and children alike to motivate and draw out the total group and especially the withdrawn and distractible.

6. A tape recording: which contains six favorite fairy tales as told by a male speech model, and songs and music for introducing and concluding "Language Time".

C. Story-telling:

The telling of stories constitutes one of the most important aspects of oral composition; it represents one of the most fundamental needs for oral expression. Topics used are:

1. Personal expression: Children relate things that have happened to them.

2. Stories retold: Children retell a story which the teacher has told before.

3. Original stories: Children make-up stories, as a group or as individuals.

4. Humorous stories: Could be any one of the above.

5. Folk tales: Traditional stories which the children have probably heard before.

6. Nursery rhymes or poems.

D. Games:

In the Oral Language Development Program games are used for enrichment and enforcement. Many types of games are used from many sources.

1. Peabody Language Development Kit: An example is found on Page 31 of the Manual.

> Each child is given one Color Chip. Name the 10 large color cards in unison and place them on the chalk ledge. Instructor explains that she will hold up one large color card and give directions for all children holding the matching color chip.

This game reinforces following directions.

2. Original games: Children often develop games on their own and want to play them during class. Talent shows are an example of this. These shows work very well to develop expression with the older groups.
3. Games also come from other sources which are discovered by individual teachers.

E. Audio-Visual Aids:

1. Tape-recorder
2. Film-strip projector
3. Record player
4. Language labs: these are expecially good when used by older children. The lab enables each child to hear the lesson individually on earphones.
5. Picture slides.
6. Concrete materials: the "real thing", as compared with pictures or descriptions. The children can be given many experiences or concepts in this way.

III. Physical Setup

A. The Oral Language Program is most effective when a small group of children is taught in a separate room. For the program to be effective at its maximum, the room atmosphere should be one allowing for more spontaneity in speech. An atmosphere where children can participate in conversation, story-telling, dramatization, puppetry, choral readings, finger plays, role-playing, sharing of personal experiences, drills on sentence patterns, etc. A classroom where the teacher can best utilize multi-sensory approaches to build concepts and develop language facility by the use of tapes, records, concrete materials, films, film-strips, transparencies, pictures, etc. The classroom atmosphere and climate are as important as the materials used.

B. The Oral Language room should be equipped with chairs or benches the appropriate size for the age group of the children. If possible each oral language room should contain at least one large mirror. The children love to see themselves perform the various parts of the lesson; seeing themselves speaking a new language helps to build the self-concept which is necessary if the child is to learn English. The flannel board and magnetic board are important in helping to build visual concepts; also, the flannel and magnetic figures can be handled by the children for reinforcement.

C. When possible, the Oral Language Program should be held at the same time everyday, in mid-morning, and not right after lunch or recess, or in the late afternoon. The intensity of instruction in oral language demands that children be fresh and eager to learn so that the maximum can be achieved in the 30 minutes.

D. Length of period:

The Peabody Kit recommends that for a group of 10 children, a 30 minute period is best. Our program is based on this recommendation.

E. Composition of Class:

The Oral Language Class should be made of 8 children who will meet with the teacher each period and two who will rotate. This plan enables the oral language teacher to accomplish the goals of our program while keeping overall class interest high. The core, or 8 children, should be made up of those children who, in the eyes of the classroom teacher, are most culturally disadvantaged. The two rotating children do not necessarily have to come from this group, in fact it is encouraged that they are not, so that the interest and motivation will be increased. This will also eliminate the stigma which is often attached to the culturally disadvantaged group.

F. Scheduling of Class:

The Oral Language Class should meet at least three times a week. More progress can be seen when classes meet more frequently.

IV: Techniques:

In general the teacher should make unscheduled provisions in her daily plans so that she can take advantage of opportunities for oral expression as they arise in their natural setting. In the language class the teacher should remember that her task is that of teaching the language itself and not of giving explanations about the language. The new language should impress first via the ear and then via the eye. Children can be taught to hear a sound which does not exist in their native language by imitating and repeating. By correlating visual materials with oral repitition during class practice, the teacher gives the pupils a focus for their attention. Visual materials should first be presented and talked about; second, the children should repeat the information about the material; third, the teacher should ask simple questions which the children can easily answer. The new language can be learned only if the child learns to perform in the new language.

A. General Principles:

1. Proceed from the known to the unknown.
2. Use simple equipment easily adapted to the child's muscular development.
3. Materials used should fulfill the children's emotional and intellectual needs.
4. Give attention to motivation in each activity.
5. Teach vocabulary which will have meaningful use.
6. Give presentation in normal tempo and use natural language.
7. Get children to practice until sounds become automatic.

B. Stimulus Cards: complete instructions for use of these in Peabody Manual.

1. These can be handled to reinforce learning of the vocabulary.

2. They can be displayed in many ways.

   a. Chalk ledge.

   b. Pupil's holding them.

   c. Use of clips and a cord.

   d. Pocket chart holders.

3. The large cards are used for vocabulary and story telling.

4. The "I Wonder" cards stimulate imagination and encourage creativity.

C. Sentence patterns:

Sentence patterns are the conscious substitution of some element other than the chief element being taught so that the pupil's attention is drawn away from it while the sentence pattern is being repeated.

1. Types of sentence patterns are:

   a. Repetition drills: sub-be-complement.

   b. Substitution: sub-be-adj.

   c. Replacement: exchange one word for another

   d. Conversation: change tense or form

   An example of a sentence pattern is:

   Pencil

   A pencil

   I have a pencil.

   I have a red pencil.

   Juan has a red pencil.

   Juan has three red pencils.

   They have three red pencils.

2. Automatic use of speech patterns can be attained by:

   a. Listening

   b. Repeating

   c. Practicing: Practice concept in various activities.

3. Sentence patterns also teach vocabulary.

4. Children get used to hearing new sounds through use of sentence patterns.

D. Games:

Games can, and should, be used to help in the achievement of goals set by the Oral Language Program. Children should understand that they are playing the game in order to learn. By use of a game children can learn more efficiently: games provide enrichment for daily lessons, but not replacement. While games are being played all children should be involved as participants. The teacher should be alert in determining how games can best be used, how long a certain game should be played, and how they can best be adapted to the particular group. Games also help the teacher learn about children through observation. During game time children display many characteristics which are not evident at other times. Games should not have complicated instructions and should keep high interest through activity. In teaching a new game, the teacher should follow the following steps.

1. Explain the origin of the game and how it is played when this would help motivation.

2. Illustrate the game by playing it with several children from the group.

3. Lead the children into playing the game.

E. Taping:

The tape recorder has many uses in the Oral Language Development Program.

1. Since children love to hear their own voices and operate the tape recorder, it serves as stimulation.

2. The tape recorder makes listening available to children at all times, and provides various speech models.

3. Because a lesson may be taped and played at a later date to be compared with the memory of the children, tape recorders help to build memory.

4. While working with the tape recorder, children may:

   a. Repeat identical material.

   b. Provide answers to questions.

   c. Take one part of a dialogue.

   d. Use in relation to a picture.

5. Tape recorders are also of great value in evaluating aural-oral skills.

F. Puppets: Especially suited to lower grades.

Because a child takes on the identity of the puppet, he is not afraid to speak out. This fact makes puppets very valuable when working with withdrawn children.

1. Types of puppets are:

   a. Peabody

   b. Sack

   c. Stick

2. Puppets can be used too much; the children get tired of them.

3. They should be handled by the children.

4. They provide stimulation.

G. Color Chips: More complete explanation in Peabody Manual.

1. Color chips help to teach the names of the various colors.

2. They are very useful in teaching the children how to count.

3. They are helpful in teaching color series.

4. The chips help in hand and eye coordination.

5. They are helpful in learning to group.

6. The teacher can use the chips as rewards for the children's performance.

7. They are helpful in teaching some geometric shapes by letting children use them to make the shapes.

8. They are helpful in teaching the concept of hard and smooth.

H. Choral reading and poetry.

Choral reading and poetry help achieve flexibility of the vocal organs (lips, jaws, tongue) and improve pronunciation and intonation. The children are not afraid to speak out and make mistakes because so many children are speaking.

1. Aids in:

   a. Enriching vocabulary.

   b. Helping pronunciation.

   c. Developing rhythm in the new language.

   d. Teach them to memorize and to retain facts in their sequential order. (rote)

2. Techniques:

   a. Repeat the poem or choral reading with tempo and rhythm 2 or 3 times.

   b. Children repeat.

   c. Special attention to unfamiliar words.

I. Finger-plays:

Finger-plays enable children to be active, thereby losing themselves in the game. This enables the child to respond more freely.

Finger-plays develop:

1. Finger dexterity.

2. Manual co-ordination.

3. Memory.

4. Vocabulary

Many finger plays can be found in the Introducing English Series.

J. Creative Writing: Very useful in the intermediate grades.

1. Choose a topic.

a. T. V. programs

b. Trips

c. Experiences

1.) happy ones
2.) embarrasing ones, etc.

d. Classes

e. Hobbies

f. Autobiography

g. Community

h. Family

2. Techniques:

a. Talk about what they are to write. Teacher motivates children by using slides, story cards, and by telling his experiences.

b. Help children with words that they might have trouble with in spelling, writing the words on the board, and number them.

c. Let them write on their own the stories that they have talked about. Teacher helps with sentence structure and spelling.

d. After stories have been corrected, teacher talks about mistakes in general, never embarrasing one child.

e. Children can bind stories in booklets so that they can read each other's stories later.

K. Phonograph

The phonograph is useful in teaching songs, stories, and the new language; vocabulary, pronunciation, tempo, and natural language.

The tapes of stories provided in the Peabody Kit are excellent but should not be used with the children until the teacher has gone through the above procedure, otherwise the story will have no meaning for the children.

Techniques of Story Telling:

1. Clarify word meaning.
2. Keep mind of hearer going forward on story.
3. Keep the ear alert and ready for the next sound through the medium of the eye.
4. Lively pace
5. Atmosphere of interest and enthusiasm.

V. Orientation

A meeting should be held among the language teachers, the classroom teachers, and the principal, prior to the time that the language teacher begins her classes; this meeting would familiarize the school personnel with the purposes and set up of the program.

Children should be prepared by the classroom teacher so that they will more readily accept the language teacher's help and not feel singled-out. This situation will be helped when a room for the oral language class is provided.

Regular meetings of the oral language teachers should be held so that problems can be aired and ideas and equipment can be shared. These meetings should include an administrator or someone who will report the proceedings to the administration.

VI. Evaluation

The major ways of evaluation in the oral language program are:

Self-Evaluation - The teacher is expected to be able to evaluate her classes and herself as a teacher objectively.

Taping - The only real records kept by the Oral Language teacher are on tapes; periodic taping is required.

Conferences with classroom teachers - The classroom teacher is in a position to evaluate the progress of her students who are in the Oral Language Program.

The final proof of the language teacher's efficiency is pupil reaction.

A. Evaluation of Story Telling:

1. Do key phrases deal with simplest forms in language?
2. Do they have concepts which are picturable or can be easily dramatized?
3. Do they contain vocabulary words that are a part of the child's vocabulary?
4. Will they be useful to child later on?
5. Are they rhythmical enough to lend themselves to choral response?

B. Evaluation of audio-instructional material:

1. Do they fit in with objectives?
2. Is content authentic and adapted to the principles of linguistic science and educational psychology?
3. Do they correlate with class work, not supplant it?
4. Is it enriching in cultural and linguistic skills?

C. Evaluation of games:

1. Are they fast-moving?

2. Is there an element of suspense or competition?

3. Do they insure response of greater number of children?

4. Are they simple enough so that little time is required for explaining?

5. Do they supplement regular class lessons?

6. Do they keep interest through activity?

D. Evaluation of visual materials:

1. The visual aid should clearly communicate the concept which it is intended to illustrate.

2. It should convey one concept at a time.

3. It must not draw more attention than the initial concept.

4. It should be easy to handle.

5. It should tie in with the previous experiences.

EXAMPLE LESSONS

FOR
ORAL LANGUAGE TEACHERS

TELLING A STORY

The narrative for the Three Little Pigs is on page 240 of the Peabody Manual. Figures (made of pellon) are made from the filmstrip of the Three Little Pigs.

As soon as the children get settled, tell them: "It's story time today. Get ready to watch and listen. After we hear the story, I have a surprise for you."

THREE LITTLE PIGS

A Mother Pig and her three little pigs lived together in a small house. (Put the figures of the three little pigs and their mother on the flannel board). The little pigs ate so much and grew so big that one day Mother Pig said: "There just isn't enough room here for us all, so you little pigs will have to go out into the world and make homes for yourselves." (Remove the mother pig and the three little pigs.)

(Put first little pig on flannel board; tell about his clothes (Sunday clothes?) and what a lazy little pig he is). The first little pig started down the road. He met a man with a load of straw and said "Please give me some straw to build myself a house". "Take all the straw you need," said the man. So the little pig built himself a house of straw. (Put the flannel figure of straw house on the flannel board. Ask: "Would a straw house be a very strong house?" "Is it safe?") Soon, along came the bad old wolf. He knocked on the door and said, "Little pig, little pig, let me in, let me in." (Put the flannel figure of wolf on the flannel board. Ask: "Is the wolf nice or is he mean?") "No, no, not by the hair on my chiny chin chin, I won't let you in,"

answered the little pig." "Then, I'll huff, and I'll puff, and I'll blow your house in," said the wolf. So he huffed and he puffed and he blew the house in. (Remove house from flannel board.) Then he ate up the first little pig. (Remove pig and wolf from the flannel board.)

(Put second little pig on the flannel board; he is another foolish lazy pig.) The second little pig started down the road. He met a man with a load of sticks, (Explain what a stick is) and asked, "Please, give me some sticks to build myself a house." "Take all the sticks you need, little pig," said the man. So the little pig built his house of sticks. (Place flannel figure of stick house on flannel board). Soon, along came the bad, old wolf. (Put wolf back on flannel board). He knocked on the door and said: "Little pig, little pig, let me in, let me in." "No, no, not by the hair on my chiny chin chin, I won't let you in," answered the little pig. "Then I"ll huff, and I'll puff, and I'll blow your house in," said the wolf. So he huffed and he puffed and he blew the house in. (Remove house from flannel board). Then he ate up the second little pig. (Remove second pig and wolf).

(Put third pig on flannel board; an industrious pig.) The third little pig started down the road. He met a man with a load of bricks, and said: "Please give me some bricks to build myself a house." "Take all the bricks you need, little pig," said the man. So the little pig built his house of bricks. (Put the flannel figure of the brick house on the flannel board. Ask: "Is this house stronger than the straw house? The stick house?" "Would it take longer to build this house than it took to build the straw one or the stick one?") Soon along came the big, old wolf. (Put wolf back on flannel board). He knocked on the door and said, "Little pig, little pig, let me in, let me in." "No,

no, not by the hair on my chiny, chin chin, I won't let you in," answered the little pig. "Then I'll huff and I'll puff and I'll blow your house in," said the old wolf. So he huffed and he puffed, but he could not blow the house in.

The old wolf was very angry. He decided to coax (trick) the little pig out of the house and then get him. So, he said, "Little pig! I know where there's a nice field of turnips on Farmer Brown's farm. (Put flannel figure of turnip on the flannel board.) If you will be ready tomorrow morning at six o'clock I will call for you. We will go together and get some turnips for our dinners." But the little pig got up an hour earlier. (Ask: "What time did the little pig get up?") So he got his turnips before the wolf came. At six o'clock the wolf called, "Little pig, are you ready?" The little pig said: "Ready! I've already been there and got a nice dishful of turnips for dinner." The wolf was very angry but thought that he would find some other way to get the little pig. So he said: "Little pig, I know where there is a nice apple tree." (Put tree and apples on flannel board.) "Where?" said the pig. "Down in Farmer Brown's garden," replied the wolf. "If you will be ready at five o'clock tomorrow morning, we will go and get some apples."

The little pig got up the next morning at four o'clock. He went off for the apples, hoping to get back before the wolf came. But he had further to go than he thought and he had to climb the apple tree. So, just as he was getting down from it, he saw the wolf coming. He was very frightened. When the wolf got to the tree, he said: "Little pig, you arrived here before me. Are the apples nice?" "Yes," said the little pig. "I will throw one down to you." He threw it so far (Pretend to throw something.) that the little pig was able to jump down and run home while the wolf was chasing the apple.

The next day the wolf came again. He said to the little pig: "Little pig! It is market day in town today! Will you go?" "Oh yes," said the pig. "I will go. What time will you be ready, Mr. Wolf?" "At three," said the wolf. So the little pig, as usual, went long before that time. He got to town and bought a barrel. (Put flannel figure of barrel on flannel board.) When he was returning home with it, he saw the wolf coming. He did not know what to do. So he got into his barrel to hide. The barrel turned over and began to roll down the hill faster and faster. This frightened the wolf. He ran home without going to town.

The next day, the wolf went to the little pig's house again. He told the little pig how frightened he had been by a great thing which came down the hill after him. "Ho! Ho!" laughed the little pig. "It was I inside the barrel that frightened you so." The old wolf was very angry indeed. He declared he would get the little pig. He decided to come down the fireplace after him. (Put flannel figure of fireplace on flannel board). When the little pig saw what he was doing, he hung a big kettle of hot water on the fire in the fireplace. (Put black felt pot in the fireplace.) When the wolf came down the chimney, he landed "plop" in the kettle of boiling water. The little pig put the lid on the kettle. He cooked the wolf for many hours. Then he had wolf soup for supper.

After you have completed the story, show the sack puppets, and how they operate, to the children; ask for volunteers to act out the story. Leave them to re-enact the story by themselves, prompting only when it's absolutely necessary. While children are dramatizing the Three Pigs, record their voices; when they finish, play the recording and let the

children listen. Another group of children can act out the story if time permits, or you can play the recording of the Three Pigs that comes with the Peabody Kit.

CONSTRASTING SOUNDS

The visual-aural-oral method can be of great help to the teacher who works with Spanish speaking children because these children have so much trouble with contrasting sounds. The teacher can prepare a list of contrasting words and corresponding pictures, such as "live" and "leave", "ship" and "sheep", "pick" and "peek", or "sick" and "seek". He can ask a student which picture is of a "sheep" or a "ship", and let him hold the correct picture. Older children can hold up one finger when they hear the short sound and two fingers when they hear the long sound.

Only after the individual sounds have been drilled thoroughly should attempts be made to contrast sounds. This is very important.

CONTRASTING SOUNDS

ship - sheep

chick - cheek

hill - heel

meat - mitt

pick - peck

bus - buzz

jet - (not) yet

catch - cash

chair - share

this - these

feet - (does not) fit

sink - sing

sinks - sings

dog - duck

thumb - Tom

yellow - jello

wish - witch

sock - suck

thank - tank

Biff - beef

tick - thick

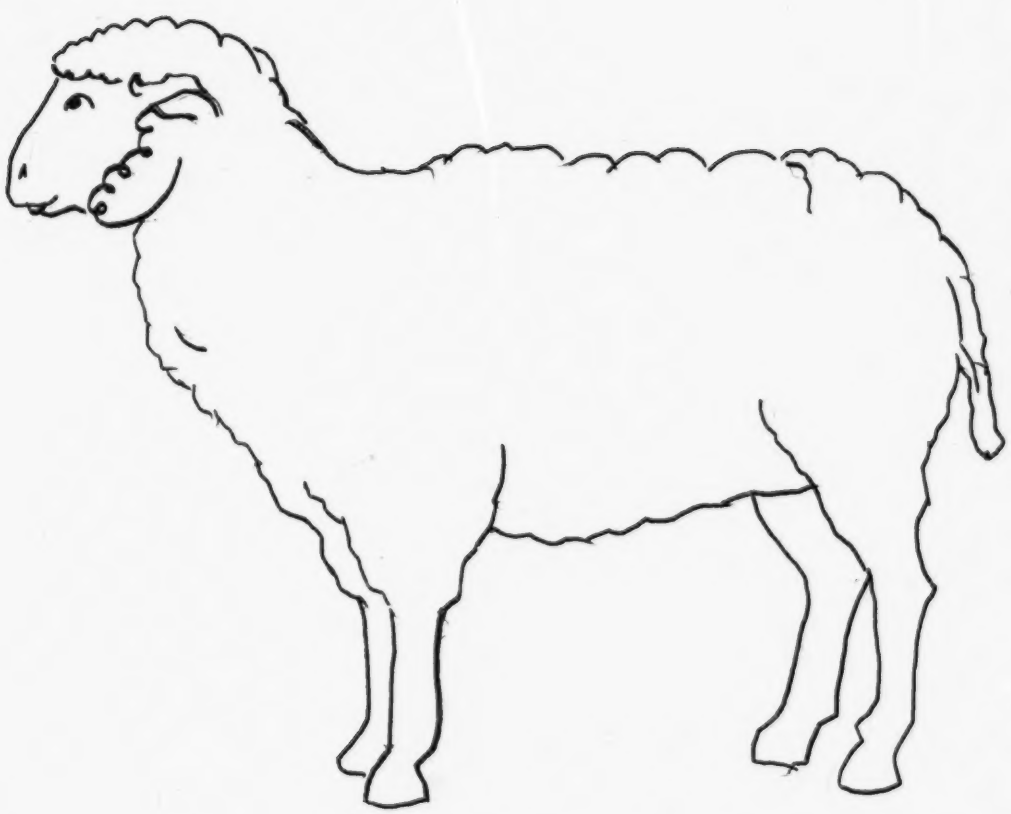
tink - think

seek - sick

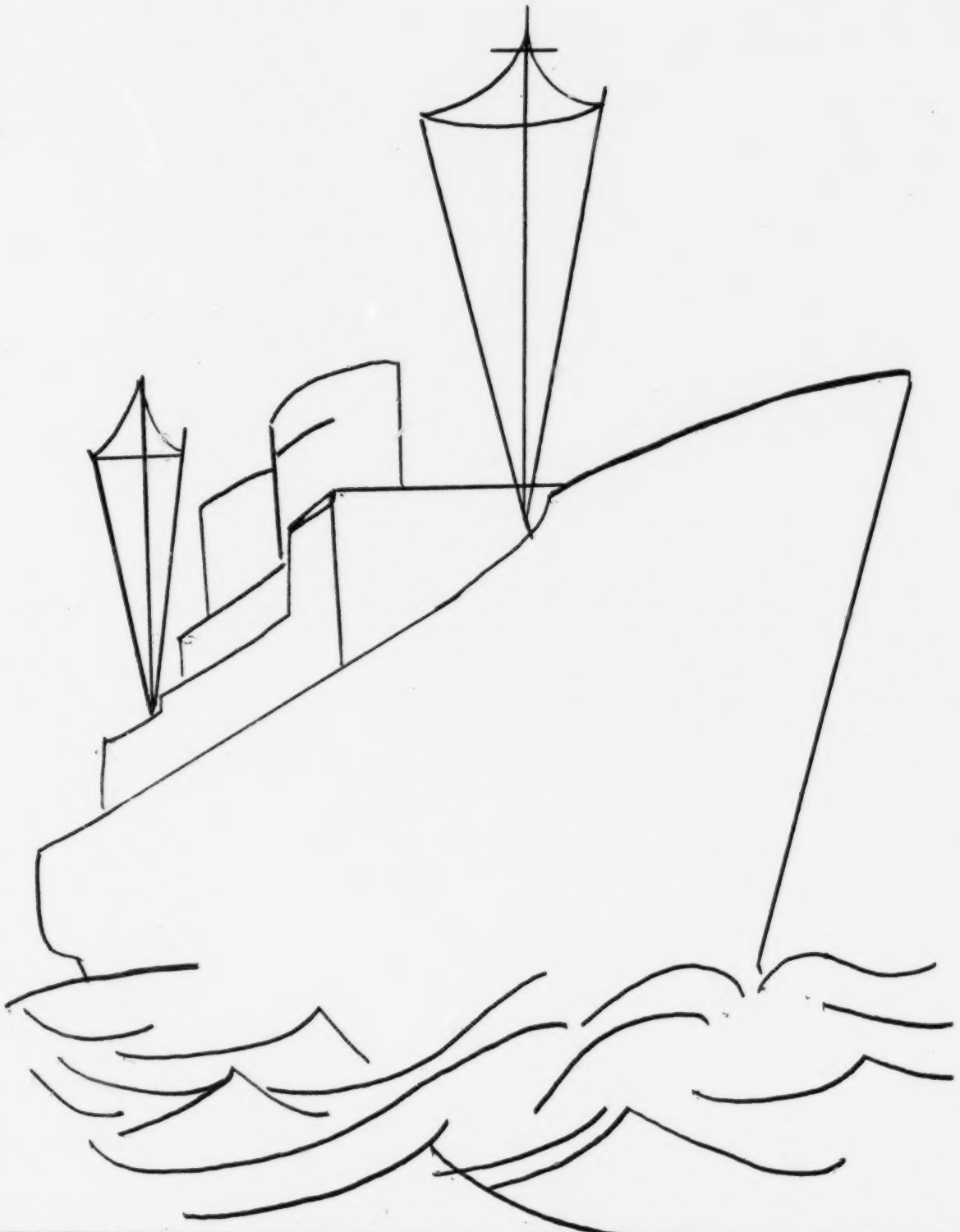
shin - chin

hot - hut

shell - shall



Sheep



Ship

AUDIO - LINGUAL

As you display each picture have the entire class repeat in unison the sentence illustrated in the picture. Each sentence should be repeated several times. Then divide the class into smaller groups and have each group repeat. Divide class in half, signal half of the students to repeat and then the other half, one row and then the next, just boys and then just girls. Finally call on individuals to repeat. Then return to choral repetition. There should be a balance between repetition and individual response.

When the students have learned to repeat a sentence ask the question or questions for which the sentence will be the answer. When you have asked the questions call on students to ask the questions so that they continue to use the interrogative words.

Make up your own gestures or signs so that the class will know what and when to answer and so that you will not waste time in giving directions.

All students should be required to speak at a normal rate of speed. In order to check comprehension, the students should act out the dialogue that they have learned, besides adding interest to the dialogue, it is a way to check the students' comprehension. If they act out a dialogue properly you know that they are aware of what they are saying.

When administering a structure drill, point to the students rather than call each one by name. This procedure speeds up the drill. Later on when you are having free conversation about the picture, it is good to call students by names, giving them an English name so that the English sounds can be practiced. (Example - SH-Shirley, Ch-Chester, etc. or just translate their own name when possible.)

Frequent short dialogues and exposures to the language are more effective than spaced lengthy lessons. The amount of time required to teach each unit will vary from class to class. The goal in audio-lingual teaching is for the student to memorize, learn and recite the dialogue to the point of mastery rather than to cover a lot of material and words that have little meaning and have not been learned.

An example of the Audio-Lingual Approach in Teaching English Dialogue

The Fireman:

1. This is a fireman.
2. The fireman is a man.
3. The fireman helps us.
4. The fireman dresses in red.
5. The fireman wears a hat.
6. The fireman rides a fire truck.
7. The fireman holds a hose.

QUESTION-ANSWER DRILL

1. Who is this? (Holding a picture)
2. Who is the fireman?
3. Who helps us?
4. Who is dressed in red?
5. Who rides a fire truck?
6. Who holds a hose?

For those who have a workable vocabulary in English, free discussion of the Fireman can follow the drill.

INTRODUCTORY PHASE

Conceptual Build Up.

1. To help the child develop an awareness of himself as a distinct person of value in relation to others.

   a. To understand and apply the proper, vocabulary when referring to himself or to others.

2. To help the child develop an awareness of himself as a distinct person of value in relation to various groups.

   a. To develop concept of school.

   b. To understand and apply the proper vocabulary needed for participating as a group member in school.

Following - directions and routines.

Vocabulary

Names of pupils

Girl

Boy

He

She

Teacher

His

Her

Our

Language Patterns

Set 1

Who are you?
I am (name)
Are you (Name)?
Yes, I am or,
No, I am not

Set 2

I am a girl (boy)
Are you a girl (boy)?
Yes, I am or,
No, I am not
Is she (he) a girl (boy)?
Yes, she (he) is or
No, she's (he's) not

Set 3

Who is this (that)?
This (that) is (name)
Is this (that) (name)
Yes it is, or,
no, it is not.
Who is your (his,her,other) teacher?
My (our, his,her) Mother is.
Is (name) your (his, her, our) teacher:
Yes, she is, or
No, she is not.

Procedure

If possible, arrange children so that they are seated in a semi-circle.

Go through the following instructional activity drill, demonstrating and illustrating the intended meaning as teacher and pupils go through the actions:

Please stand up
Please sit down
Now stand up and turn all around
Let's make a circle.
Now let's walk
Let's sit down again
And now let's talk.

Activity 1: Select a child from the group who is not shy and is responsive. Have the child come to the mirror and look at himself.

T: Who are you?
I am (name of child)

P: Who are you?
I am (name of child)

T: Are you (name)?
Yes I am

P: Yes I am

This is Procedure 1, Step 1. Repeat patterns as necessary for establishing auditory memory and speech reproduction.

Follow Procedure 1, Step 2.

Repeat each pattern a sufficient number of times for each child to be able to reproduce it.

T: (Indicating pupil referred to)
Who is he (she)?
He (she) is (child's name).

C: He (she) is (child's name).

T: Is he (she) (child's name).
Yes, he (she) is.

C: Yes, he (she) is.

Go through activity 1, calling on each child in turn, Procedure 1, Step 1; followed by class response, Procedure 1, Step 2. Keep the pace lively and interesting.

As class begins to develop proficiency with the affirmative answer pattern, ask a question demanding a negative answer.

Example:
Are you (another child's name)?
(Give child the negative pattern.)
No, I'm not. I'm (correct name).

Select a pupil to come before the class. Pupil(s) ask questions, teacher and class responds.

C: (To pupil, referring to teacher)
Who is she?

P: She is (name of teacher)

C: Is she (name of teacher)?

P: Yes, she is.

Activity 3: Select three pupils. Have them go through the language patterns, independently asking and responding to each other as in a social situation. The teacher will need to direct this interchange at first. As soon as the children understand what is expected, they can do this independently.

P1 to P2: I am_____.
Who are you?
P2: I am_____.
P1 to P2: (Referring to P3) Who is he (she)?
P2 to P1: Let's ask him (her).
P2 to P3: Who are you?
P3: I am_____.
P3 to P1: Who are you?
P1: I am_____.
P3 to P2: Who are you?
I am_____.
P2 to P3: Are you_____?
P3: Yes, I am.
P1 to P3: Are you (wrong name)?
P3: No, I'm not. I'm_____.

Several groups of three pupils may go through this routine so long as total class interest is maintained. This activity can be reviewed many times in subsequent lessons and to utilize some "extra" minutes in the day.

GAME: WHO?

Group forms circle which marches past a mirror as the music plays. When the music stops, all look at the child who is standing in front of the mirror.

Teacher, pointing to reflection in mirror, asks, "Who is he (she)"?

The first child to answer, saying, "He (she) is_____," is the winner.

TALKING DOLLS:

Give each child a paper doll model to represent himself. (Stick puppets) Have the children introduce their dolls to each other, using their own names.

HOW TO TEACH A LESSON ON CONCEPTS AND RELATIONSHIPS.

Concept of Tall and Short:

Materials:

Prepare several picture cards showing one tall object and one short object on the same card.

Example:
Trees - one tall tree - one short tree
Men - one tall man, one short man
Animals - one tall animal (giraffe) - one short animal (pig)
Buildings - one tall building - one short building
Children - one tall boy - one short boy
Chairs - one tall chair - one short chair.

Procedure:

Tell the children that you are now going to show them some interesting pictures. Then say to the children, and have them repeat after you, first as a group, then in smaller groups and finally individually. Do not refer to the short objects at this time. Always model what the children are to repeat even when you break them up into smaller groups.

"This is a tall tree"
Point to the tall tree - children repeat.

"This is a tall man"
Point at the tall man - children repeat.

"This is a tall animal"
Point to the giraffe - children repeat.

"This is a tall boy"
Point to the tall boy - children repeat.

"This is a tall chair."
Point to tall chair - children repeat.

Then ask one of the children to come and point to the tall tree, have him in turn ask another child to come and point to the tall boy, etc., until the tall pictures have all been identified individually. Make sure that the children speak in a complete sentence when they do this individually.

Now repeat the same procedure using the word short and pointing to the short pictures.

When the concepts of tall and short have been established, then ask the students at random to identify the tall tree, then the short building, the short chair, the tall boy, etc.

The children can take turns finding tall and short things in the room. Ask them to name all the tall things they can think of and all the short things they can think of at this time. Give each child a chance to speak out.

FOLLOW UP:

It is good practice to give the children a large sheet of newsprint. Have them fold it in half, creasing it down the center and open it out. Then the teacher can write the word tall on the left hand side of the chalk board, and the word short on the right hand side. Draw a line straight down the center between the words tall and short. Tell the children to write the word tall on the left hand side of their paper and short on the right hand side of their paper. Then have them draw pictures of tall things on the left, and short things on the right.

First and second grade children should not be taught more than one pair of opposites in one lesson. Older children in third, fourth, fifth and sixth grades may be able to handle more than one, depending upon the group.

The following concepts and abilities form a basic list for Primary children with language difficulty.

Concepts

RELATIONSHIPS

1. Up and down
2. In and out
3. On and off
4. Big and little
5. Front and back
6. Beginning and end
7. Before and after
8. Tall and short
9. High and low
10. Near and far
11. Long and short
12. Early and late
13. Fast and slow
14. Hot and cold
15. On time
16. Round and square
17. Night and day
18. Circle and circles
19. Winter and summer
20. Curved and straight
21. Morning and afternoon
22. Left and right
23. Under and over
24. Heavy and light
25. Beneath
26. Noon
27. ~~Boxful~~
28. All and some
29. Many
30. Jarful
31. Warm and cool
32. Pailful
33. Thick and thin
34. Empty and full
35. Cupful and glassful
36. Narrow and wide
37. Whole and part
38. Spoonful
39. One to one correspondence
    Ex: Place one spoon in one glass
40. Each
41. Teaspoonful
42. More and less
43. Next
44. Pair
45. Few and many
46. One half of single objects
47. Close, closer
48. Quickly and slowly
49. Less than and more than
50. Numbers from one through five
51. Tablespoonful

Concepts and Abilities

52. Ability to associate time with important daily activities.
53. Concept of handful
54. Concept of faster and slower
55. Concept of fastest and slowest
56. Concept of the words: clock, hour, and o'clock
57. Concept of slow, slower, slowest
58. Concept of age. Ex: A day ago
59. Concept of fast, faster, fastest
60. Concept of taller and shorter
61. Concept of more and most
62. Ability to count articles or objects to five.
63. Concept of tallest and shortest
64. Concept of one cent.
65. Concept of tall, taller, tallest
66. Ability to do rote counting to 5
67. Concept of short, shorter, shortest
68. Concept of money through 5 pennies
69. Concept of higher and lower
70. Ability to understand money values through five cents.
71. Concept of highest and lowest
72. Ability to tell time by hour
73. Ability to tell birth date
74. Recognition of holidays in the calendar year--to be developed as holidays arise.
75. Concept of late, later, latest
76. Concept of group of objects
77. Ability to recognize the size of small groups, up to five without counting.
78. Concept of large and small
79. Concept of bigger and smaller
80. Concept of a nickel
81. Concept of add to
82. Concept of add, in, all, altogether
83. Ability to add and subtract with objects - 2 and 1, 1 and 2, 2 from 3, 1 from 3.
84. Concept of take away from
85. Ability to add and subtract with objects-2 and 2, 2 from 4,
86. Concept of none
87. Ability to add and subtract with objects 1 and 1, 1 from 2
88. Ability to add and subtract with objects--3 objects, 1 object; 1 object, 3 objects; 3 and 1, 1 and 3, 3 from 4, 1 from 4
89. Recognition of grouping of 2 groups of 2 objects as basis for development of later concepts in multiplication and division.
90. Concept of one-half of a group of four objects.
91. Ability to add and subtract with objects-4 obj. and 1 obj, 1 obj. and 4 obj; 4 and 1, 1 and 4, 4 from 5, 1 from 5
92. Understanding of the value of a nickel or its equivalent
93. Relationship of a nickel to 5 pennies.

94. Ability to make change of a nickel when a purchase of 1, 2, 3 or 4 cents is made.

95. Concept of biggest & smallest

96. Concept of big, bigger, biggest

97. Concept of large, larger, largest

98. Concept of small, smaller, smallest

99. Concept of middle

100. Understanding value of 6 cents
    a. 6 pennies
    b. nickel and 1 penny

101. Concept of above and below

102. Understanding value of 7 cents
    a. 7 pennies
    b. Nickel and 2 pennies

103. Concept of top and bottom

104. Understanding value of 8 cents
    a. 8 pennies
    b. Nickel and three pennies

105. Understanding value of 9 cents
    a. 9 pennies
    b. Nickel and 4 pennies

106. Concept of early, earlier, earliest

107. Ability to count articles or objects to ten

108. Ability to do rote counting to 10

109. Concept of a dime

110. Relationship of a dime to its equivalents - 10 pennies, 2 nickels

111. Understanding of money values through 10 cents

112. Ability to make change of a dime with pennies and/or nickels

113. Ability to keep track of and tell one's age.

SUGGESTED TOPICS FOR ORAL OR WRITTEN COMPOSITION
(For Intermediate Grades -- 4, 5, 6

Fancy

Chat with a ghost
Coming back to this city 1000 years afterward
Family legends; living them over again
Having all the money I wish
Having to meet all my old mistakes face to face
If I could understand animal talk
Having to meet all my promises as guests at a party
If I should meet my own ghost
Imagining myself as a Lilliputian in an average-sized world
Imagining myself as President
Imagining myself as ruling the world on the moon
King for a month
Life on a comet
Life without speech--no spoken word in the world
Living in Grandfather's time
Meeting my double
Managing the weather for everybody
Meeting my own ancestors
Talking to my favorite animal
Things I'd like to invent
Traveling with the circus
Telling the truth for just one day
Twelve articles that I should want if I were to live alone in the wilderness
Life on the moon

Observing Others - Dramatize

A baby on the bus or train
Grandmother's visit
The interesting couple who has just moved into the house next door
The clown in the circus
The girl (or boy) who is always late
My pessimistic aunt
When an old lady made me ashamed of showing off,
My rival's good points
The incessant talker
The show-off
How I know when not to ask Father for favors
How I can tease my chum
Mother, when she thinks her dinner is not very good
Impatience in men and in women
Two policemen whom I have met--why I think both of them are good officers.

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